

2021 Instructional Material Summer Review Institute

**Review Team Appraisal of Title
K-5 English Language Arts**

This appraisal form is provided for use by educators responsible for the selection of instructional materials for implementation with districts and charter schools across New Mexico to meet the need of their student populations.

This appraisal form should be used in conjunction with the publisher provided Form D: Research Based Effectiveness Determination that supports this reviewed material which can be found on the Instructional Material Bureau website.

<https://webnew.ped.state.nm.us/bureaus/instructional-materials/the-adoption-cycle/>

Text Title	LearnZillion EL Education Student Digital License Grade K	Publisher	LearnZillion Inc.
SE ISBN	9781648856655	TE ISBN	9781648857317
SW ISBN	9781648857119	Grade Level/Content	Grade K ELA

Core Instructional Material Designation *(Core Instructional Material is the comprehensive print or digital educational material, including basal material, which constitutes the necessary instructional components of a full academic course of study in those subjects for which the department has adopted content standards and benchmarks.)*

Recommended
(90% and above)



Recommended with Reservations (80-89%)



Not Recommended and Not Adopted
(below 80%)



Total Score - The final score for the materials is averaged between the team of reviewers.

Average Score

92%

Cultural and Linguistic Relevance Recognition - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the material regarding cultural relevance and the inclusion of a culturally responsive lens. Those materials receiving a score of 90% or above on the CLR portion of the review are recognized as culturally and linguistically relevant.

CLR Recognized



Average Score

88%

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence (autofilled from All Content Appraisal tab):

Classroom protocols include culturally and linguistically responsive pedagogy through use of building background knowledge, various discussion protocols, response strategies, and grouping configurations. Multicultural illustrations are present but not purposefully used to create cultural bias-free, stereotype-free, and barrier-free instruction. Units provide opportunities for students to solve problems in innovative, engaging ways but draw minimally from students' own cultural and linguistic backgrounds. Lesson materials incorporate limited evidence of multicultural perspectives and experiences. The materials address New Mexico standards with a narrow selection of Native American and Hispanic texts, but they lack depth and breadth of cultural literature, perspective, text-to-text, and text-to-self connections to fully meet New Mexico standards.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence (autofilled from All Content Appraisal tab):

The materials help to support a culturally responsive lens by including multiple opportunities for students to demonstrate their perspectives in a specific concept by allowing them to discuss, write and present their own thoughts and ideas. Materials engage students in critical reflection about their own lives and about those around them through activities that allow for higher order applications. Materials do represent multiple cultures but they are not strategically used to represent value and recognize cultural sensitivities in regard to race, religion, socioeconomic status, orientations or views.

Standards Review - Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.

Average Score

92%

Materials align with grade level ELA standards overall.

Statements of appraisal and supporting evidence:

Materials align with grade level ELA standards overall. The students are asked to ask and answer grade level essential questions actively in group reading activities with purpose and understanding. Throughout the course of the curriculum, guidance is provided for teachers to attend to standards based instructional expectations while offering students a variety of reading, writing, speaking, and listening activities to help support student mastery of all grade level content standards.

Materials align to reading standards.

Statements of appraisal and supporting evidence:

The materials include a wide variety of selections, ranging from literature to informational texts, songs, and poetry. Instructional strategies include Multiple Discussion Protocol, Turn and Talk, Think Pair Share, and Grouping Configurations. Students are routinely asked to dig deeply into the reading using targeted learning goals and discussion protocols to facilitate higher level thinking.

Materials align to writing standards.

Statements of appraisal and supporting evidence:

The materials align with grade level writing standards. Writing activities focus on best practice strategies of the writing process to support student mastery of grade level writing skills. Writing activities provide instruction in letter writing, informative, real-world writing scenarios (interviews), narrative, and opinion styles of writing, and lessons contain embedded rubrics checklists. Students use words and pictures to compose opinion writing about the topic of study. Students discuss with partners and work independently to create informative writing with a focus statement and detail sentence. Students write a narrative piece including a character reaction using anchor charts and sentence stems for support. Students respond to questions and suggestions about writing from peers and add details to strengthen writing. Students use graphic organizers to scaffold them through the writing process. Students work collaboratively to participate in shared research.

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

The materials provide creative assignments for speaking and listening geared toward student mastery with real world applications. Students are given opportunities to work alone, with a partner, and in small groups to present their learning. Student use Anchor Charts to facilitate asking questions and requesting clarification. Students use sentence frames to ask clarifying questions, add more detail to their responses, and add on to peer responses. Role-play protocols provide opportunities for students to follow oral instructions. Students are guided in speaking audibly and expressing thoughts, feelings, and ideas clearly.

Materials align to language standards.

Statements of appraisal and supporting evidence:

The materials address print concepts, language conventions, vocabulary acquisition, and word analysis throughout the text, with practical applications suggested. Graphic organizers are provided for practice with parts of speech, phonics, inflectional endings and affixes, and vocabulary acquisition. Instructional strategies include use of anchor charts, hand signals and singular and plural noun cards to reinforce parts of speech. Students use sentence frames to create and expand sentences that include proper letter formation and spaces between words to create a readable document. Students are given opportunities to practice writing upper and lowercase letters. Students are asked to identify features of a sentence, including the first word, capital letters, and ending punctuation.

ELA Content Review - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the specific content area reviewed.

Average Score

95%

Materials provide sequential, cumulative instruction and practice opportunities for a full range of foundational skills.

Statements of appraisal and supporting evidence:

Materials provide sequential, cumulative instruction and practice opportunities for a full range of foundational skills. Tasks include foundational reading of print concepts, phonological awareness, phonics and word recognition, and fluency. Practice of skills is distributed and broken into short sequential sessions. Instructional Routines are evident. Skills progress to more complex over time to allow for consolidation of skills. Tasks provided allow for differentiation for three ability levels: Pre-Alphabetic, Partial Alphabetic, and Full and Consolidated. Lessons include repetitive use of specific instructional routines to help kindergarten students develop fluency in reading and spelling.

Materials provide a selection and range of high-quality texts worthy of students' time and attention, exhibiting exceptional craft and thought and/or providing useful information.

Statements of appraisal and supporting evidence:

List of required trade books includes a balance of authentic, high-quality literary and informational texts. The reading selections are engaging and relevant to student interest and foster discussion through best practice learning strategies. The materials center on an anchor text for each unit along with student tasks requiring analysis through reading, writing, and speaking/listening activities. Required trade books are well-crafted but limited in range of topics and themes. Informational texts are varied in text features but limited in text structure and text type.

Questions in the materials are high-quality text-dependent and text-specific questions. The overwhelming majority of these questions are text-specific and draw student attention to the particulars in the text.

Statements of appraisal and supporting evidence:

Materials provide high quality text-dependent and text-specific questions that are focused on particulars in the text. Questions in the materials incorporate Depth of Knowledge (DOK) question stems and require consistent practice in using the text and exploring inferences throughout the reading. Writing tasks routinely require close reading and ask for textual evidence to demonstrate student understanding. Questions build upon one another and have multiple parts that are well sequenced and refer back to the text. Questions support student understanding of academic language. Lessons include clear definitions of academic terms.

Materials provide scaffolding and supports to enable students' learning of English language arts.

Statements of appraisal and supporting evidence:

Throughout the scope of the curriculum, there are a variety of embedded suggestions for differentiation in the instructional process for English Language Learners and struggling learners. There are limited suggestions for acceleration and students with special needs. Lessons have a variety of writing scaffolds such as graphic organizers and sentence frames. Materials include multiple texts within the grade level band to support students reading at different levels. Students engage with complex text through read-alouds. Multiple Lexile levels are available for below, on, and above level reading instruction.

All Content Review - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the material regarding the progression of the standards, lesson structure, pacing, assessment, individual learners and cultural relevance.

Average Score

92%

Materials are coherent and consistent with the standards that all students should study in order to be college and career ready.

Statements of appraisal and supporting evidence:

All standards are addressed through instructional materials provided, including assessments. Review chapters, lessons, activities, and assessments throughout the materials verify standards-alignment. Skills are reviewed throughout the module to prepare for the assessment. Performance Tasks throughout the Materials ask students to complete age appropriate content area tasks. Scenarios consist of real-life and relevant situations appropriate for the students at that grade level/grade band.

Materials are well designed and take into account effective lesson structure and pacing.

Statements of appraisal and supporting evidence:

Curriculum Guide presents clear, standards-aligned learning progression. Opportunities for differentiated instruction are tied to clear and measurable learning objectives. Student material is presented in a visually appealing manner supportive of student learning. Materials are well designed and take into account effective lesson structure and pacing as demonstrated in curriculum map and lesson narrative pacing guides. The visual design is consistent throughout the text, and the materials incorporate similar slides, titles, graphic organizers. There is predictable placement of lesson elements. (Daily Learning Targets, Ongoing Assessment, Agenda, Opening, Work Time, Closing)

Materials support teacher planning, learning, and understanding of the standards.

Statements of appraisal and supporting evidence:

Materials provide support for teacher planning, learning, and understanding of the standards. The supports provided for planning are lists of materials needed for the lesson; a pacing guide on how long each portion of the lesson should last; grouping strategies; guided questions; and standards for each unit/lesson. Lessons are able to be presented through the use of a publisher's created slide show. Instructional strategies provide support to teachers in planning learning experiences that focus on understanding the material presented.

Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.

Statements of appraisal and supporting evidence:

Materials provide a clear path to assess and monitor students' progress in the content standards. Throughout the curriculum, teachers use checklists to gather data on students' progress. Each module has a series of formative and summative assessments to check and monitor student growth and learning. Lesson Narratives offers guidance on which standards will be assessed, interpretation of student performance, and follow-up steps/suggestions for struggling students. Rubric scoring guides are embedded.

Materials support effective use of technology to enhance student learning.

Statements of appraisal and supporting evidence:

While the digital materials are accessible and available in multiple platforms, the text materials do not effectively use technology to support student mastery of media literacy skills nor enhance student learning of unit content. The online resources offer a wide variety of media projects and practices, but are not seamlessly incorporated into the instructional plan. Selected lessons include engaging digital learning opportunities in the form of video clips; however, minimal opportunities are presented for use of technology in assessment.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

Accommodations and modifications are embedded in teacher marginal notes and supplied in sections provided in each unit for ELLs and struggling learners. Materials offer multiple lessons for one concept/idea/content that is being taught. Teachers are able to choose the best lesson for students based on instructional needs. Tasks include projects and writing to support cross-curricular content connections as well.

Materials give all students extensive opportunities and support to explore key concepts.

Statements of appraisal and supporting evidence:

All students are given opportunities to explore understanding of key concepts through lessons, discussions, and active engagement strategies. The materials provide support, accommodations, and modifications for English Language Learners, culturally and linguistically diverse students, and other special populations. Lessons foster opportunities for students to communicate in engaging and creative ways and feature activities that allow students to take on leadership roles. Curriculum provides materials to engage parents and caregivers to help support student progress and achievement. Home support materials are not provided in languages other than English.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

Classroom protocols include culturally and linguistically responsive pedagogy through use of building background knowledge, various discussion protocols, response strategies, and grouping configurations. Multicultural illustrations are present but not purposefully used to create cultural bias-free, stereotype-free, and barrier-free instruction. Units provide opportunities for students to solve problems in innovative, engaging ways but draw minimally from students' own cultural and linguistic backgrounds. Lesson materials incorporate limited evidence of multicultural perspectives and experiences. The materials address New Mexico standards with a narrow selection of Native American and Hispanic texts, but they lack depth and breadth of cultural literature, perspective, text-to-text, and text-to-self connections to fully meet New Mexico standards.

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Reviewers' Professional Summation - These materials are reviewed by Level II and Level III educators from across New Mexico. The reviewers have brought their knowledge, experience and expertise into the review of these materials. They offer here their individual summary of the material as a whole.

Reviewer #: 19

Background and experience:

Level III, National Board Certified teacher with 17 years of experience in Elementary, including teaching 1st, 2nd, 4th, and 5th grades. Instructional Specialist and ELA Content Specialist work. Bachelor's in Sociology. Master's in Curriculum and Instruction. MBA in Educational Leadership. Currently District Level Elementary ELA Content Specialist.

Professional summary of material:

This curriculum covers the CCSS standards thoroughly with a sufficient quantity of materials to cover during the year. All standards are addressed through instructional materials provided, including assessments. Embedded correlations are throughout lessons. The materials build upon background knowledge and provide students with the big picture of each unit, so they can anticipate the connections that will be made. The use of high level questioning and engagement strategies is embedded within every lesson. The visual design is consistent throughout the text, and the materials incorporate similar slides, titles, graphic organizers. There is predictable placement of similar elements, which aids in navigation. Lessons integrate Science and Social Studies content, but fail to branch out into varied topics. The time spent on the same topic in each module is excessive. Examples of multicultural representations relevant to the standards and the students are limited to pictures. Surface level reflection of diversity are apparent but fail to focus on traditions, celebrations, and experiences. Lessons don't expand on diversity in culture. There are strong supports for English Language Learners and struggling students. More supports for advanced learners and students with special needs are needed. Integration of viewing and interacting with resources digitally is done well, but students have limited opportunities to create artifacts using technology. Foundational skills are taught in the Skills Block and offer differentiated lessons. Phonological Awareness standards and activities should not include written text. This changes the lesson to a phonics skill. Digital lessons should not contain letters or words when students are manipulating phonemes. Some lessons did a nice job of using picture cards and Elkonin boxes for these activities. Reading Foundational Skills Blocks and Module Lessons with Labs provide a comprehensive literacy curriculum. 3-hours per day for the reading block is very ambitious. Overall, this is a promising program.

Reviewer #: 20

Background and experience:

Level II teacher with 8 years of experience in the Elementary setting, 5 of those years in a 2nd grade classroom and currently working in a 1st grade classroom with 3 years of prior experience with grade level. A Bachelor's of Science in Elementary Education and currently working on a Master's Degree in Curriculum and Instruction. Have participated as a team member in the adoption process of new curriculum for my local school district, which included the reviewing of curriculum materials.

Professional summary of material:

The curriculum attends to and covers the standards efficiently through the use of authentic texts and well-established daily routines that are supported with in-depth discourse protocols that encourage high level thinking. Materials provide guidance in support of EL learners and provides them with opportunities to collaborate with peers, receive extra support through the use of visuals, and make connections through the use of home languages to support their learning. Lessons are well sequenced and scaffolded in order to build off of previously learned topics and make connections to the new knowledge being introduced. Tasks and assessments are well aligned to the CCSS with opportunities for students to make real world connections and work together through creative assignments that are driven with mastery of the standard in mind. Materials support Phonics, Phonemic Awareness and Print concepts in order to establish well-rounded writing and reading skills for students. Each aspect is taught through the use of routines, games, and small group differentiated lessons to support leveled learning. Multicultural aspects are prevalent throughout the materials but are surface level, lack depth, and do not provide a solid foundation to support diversity and awareness. Overall, the reviewed materials provide high quality curriculum for the classroom teacher with rigorous assignments and learning connections for students.

Reviewer #: 21

Background and experience:

Level III teacher with Master's of Education in Pedagogy and Learning. Prior experience includes work as an Early Childhood Education Curriculum Specialist and 14 years of experience as a classroom teacher in prekindergarten, kindergarten, and first grade. Recent work includes collaborating with educators across the state on the development of the New Mexico Instructional Scope, including guidance documents for Culturally and Linguistically Responsive Teaching and High Quality Instructional Materials. Currently working as a first grade classroom teacher.

Professional summary of material:

Curriculum addresses CCSS thoroughly and effectively through the use of research-based discussion protocols, cross-curricular connections, appropriate levels of support for ELL learners, and opportunities for students to engage in authentic, collaborative learning experiences. Foundational reading skills are supported through the inclusion of Skills Block lessons, which address phonemic awareness and phonics skills explicitly, although curriculum would benefit from additional phonemic awareness components (manipulating phonemes, recognizing syllables, rhyming), which should precede introduction of letter/sound correspondence. Reading fluency is developed through use of decodable, emergent reader texts which progress sequentially through targeted phonics skills. Cross-curricular content, while prevalent, covers a limited range of topics. Multicultural content is incorporated through high quality texts and illustrations, but is not purposefully used to promote an understanding and appreciation for diversity. Overall, classroom protocols, levels of support for differentiated instruction, and explicit phonics instruction create a cohesive and rigorous ELA program.